

# An Evaluation on Teaching and Learning Experiences During Covid-19 Pandemic Era: A Case Study

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## ABSTRACT

The gradual spread of Covid-19 posed a major challenge to the education landscape. This encouraged lots of researchers to investigate cases happened during the era. However, likely the study of evaluation on teaching and learning experience in a phone-infused classroom is rare. A phone-infused classroom referred to the teaching and learning activity which totally based on the utilization of a phone as the main learning platform. This study aims to expose attitudes and practices of phone-based classroom use. The data were collected from 3 English teachers and 66 students in Islamic Elementary School of Mathlul Ulum through questionnaires and focus group discussion. The researcher analyzed the transcript and presented the result in form of qualitative descriptive analysis. Three themes emerged as the findings, the impact for pedagogical practices, merit and challenges which faced by teachers and students, and value evaluations among teachers and students. Overall, both positive and negative impacts have been emerged from the utilization of phone in teaching and learning process during pandemic era. Finally, education in the outbreak atmosphere must be considered as a joint community effort by government, teachers, parents, and schools to improve the efficacy of adversely affected teaching and learning techniques which utilized mobile phones and guarantee that students do not fall behind.

**Keywords:** *Evaluation, learning experience, covid-19 pandemic*

## INTRODUCTION

The plague of Corona Viruses (Covid-19) Pandemic over the world has thoroughly spreaded almost the whole aspects, including education sector. To face the disruption of pandemic, World Health Organization (WHO) had shared recommendation through the authorized website. WHO suggested a social and physical distancing for all countries that had been infected by Covid-19 Viruses (WHO, 2019). This policy forced large-scale social restrictions since the spread of Corona Viruses in Indonesia had been simultaneously increased from March 2020. Regarding the recommendation of WHO, Indonesia employed a new regulation which intend to replace the communities' activity and mobility. The Regulation of Indonesia Government No. 21 2020 demanded that activities in working, praying, and schooling must be done at home. The Indonesian government's implementation of large-scale social restrictions has had an impact on community routines and students in the learning systems as well. Consequently, distance learning system is determined to keep going on teaching and learning process alive.

The changes of learning systems necessitate the implementation of distance learning. In other words, teaching and learning activity have not been conducted in schools anymore rather than it moved to homes. School From Home (SFH) is considered as the best solution since conducting a normal learning process in the school was impossible. Due to the leaning process was turned to a distance learning, the Ministry of Education and Culture's demanded to apply an online learning as the alternative learning medium for the urgent circumstance. According to the Ministry of Education and Culture's, schools should implement online learning and provide a meaningful learning experience for students in order to avoid the burden of achieving all curriculum requirements. In this regard, School From Home (SFH) considers the health and safety of students, teachers, staff, and also the community.

Online learning focuses on internet-based learning that are available both synchronously and asynchronously. Synchronous learning is a type of learning that involves direct interactions between students and teachers which utilizes online forms of communication such as conferences and online chat. Asynchronous learning, on the other hand, is a sort of indirect learning that takes an autonomous learning method. To employ this kind of learning, both teachers and students have to use tools to keep in touch each others. In this case, mobile phone are utilized to maintain teaching and learning activity.

Undeniable, online learning by utilizing mobile phones have grewed rapidly. As the result, schools have to respond by offering online courses in order to reach a large number of students and make education more accessible to those who are unable to pursue their education conventionally as common previous learning. It is to say that for today's students who are obligated as digital natives, online learning is regarded as a motivating method for developing self-learning and language pedagogy (Hazaymeh, 2021). This condition forces both teachers and students to adjust the change of education atmosphere by carrying out teaching and learning activity on a phone-infused classroom online.

In this regard, this study looks at how teachers and students experience an online learning environment via mobile phone assistance. Its overview of analyzing teachers and students' feedback sets the experience this new learning paradigm. It also considers how teachers and students involved in utilizing phone as a learning medium. More specifically, the study exposes at how is their perspective toward the implementation of a phone-infused classroom.

## **LITERATURE REVIEW**

The unanticipated Covid-19 pandemic breakout impacted several areas of the economy as well as every element of human existence, not only in undeveloped countries, but globally (Bacher-Hicks et al., 2020; Johnson et al., 2020; Raaper & Brown, 2020; Wargadinata et al., 2020). While this pandemic affects every country, it is expected that the majority of poor countries would be badly impacted because to a lack of coping mechanisms such as health facilities, infrastructure, and technology (Blundell et al., 2020). This would exacerbate inequities across nations, regions, and even communities around the world (Blundell et al., 2020). However, it is certain that regions that were originally badly impacted by big infections include, among others, China, Europe, Iran, South Korea, and the United States (Sahu, 2020).

The new coronavirus disease 2019 (COVID-19) was found in Wuhan, the capital of Central China's Hubei province, according to studies (Huang et al., 2020; Roache et al., 2020; Sahu, 2020; Sandars et al., 2020; Tesar, 2020). The virus then swiftly spread over the world, putting billions of people on lockdown and killing over 100,000 individuals.

Since then, the World Health Organization (WHO) has declared the coronavirus epidemic a pandemic, and presidents have proclaimed it an emergency in their respective nations. According to UNICEF (2020), as quoted in Kwabena and Boateng (2020), the coronavirus illness is also known as Covid-19, with the abbreviation CO-the corona, VI-the virus, D-the disease, and the 19 standing for 2019, the year the unique virus was discovered. Coronavirus disease (COVID-19), according to the World Health Organization, is an infectious illness caused by a recently identified coronavirus.

The Covid-19 protocol or regulations were implemented by countries' authorities in response to Covid-19 and to manage its spread. This includes the decision to implement restrictive measures to reduce social gatherings and promote social distancing under national lockdown (Pham & Ho, 2020). Furthermore, most social and economic activities were halted, including the closure of gyms, museums, movie theaters, swimming pools, and places of large gatherings, including educational institutions, all in an effort to combat this intangible enemy (Sahu, 2020). According to Liguori and Winkler (2020), the gradual spread of Covid-19 posed a major challenge to the education landscape, as education institutions at all levels, primary, secondary, and tertiary, were forced to close and seek alternative teaching and learning approaches. Regardless of the reasons why students are opposed to the decision to go online, there is one simple fact: students were not given the option to switch from a face-to-face mode of learning to an online one. All students had to face the reality of rapid transformation to secure social distancing while continuing the wheel of education. Bianca Hooten (2020), a Care Coordinator in Canton, Ohio, argues that in order to succeed during this crisis, higher education students must prioritize two things: money and time. She also believes that, while many students may be unaware of it, they get the strength and talent to overcome the changes that have been thrust upon them. Students, according to Hooten, have the resilience to succeed; all they need is "a plan".

Similarly, primary education institutions throughout the world have been compelled to experiment with e-learning via mobile phone since traditional class-based learning is prohibited under Covid-19 restrictions (Demuyakor, 2020; Ratten, 2020). As a result, it is obvious that Covid-19 has caused significant disruption in the educational system, most of which is yet unknown owing to the severity of its effects (Bryson & Andres, 2020; Crawford et al., 2020). A variety of stakeholders, including government officials, academic staff, students, and parents, are worried about whether the change from classroom-based to online learning will provide the intended results. While it is expected that the growing use of online learning will present new obstacles, potential innovation possibilities within the higher education industry during these testing times should never be disregarded. There have been several concerns made about the quality of online teaching and learning in the public domain.

## **RESEARCH METHOD**

A case study was employed in the investigation. The goal of a case study is to allow researchers to collect and analyze data in a specific context or phenomena. People, students, or school personnel who are members of a school community may be chosen as cases (Creswell, 2011). In line with Creswell, Yin (2012) argued that case study data is utilized to completely describe a case in real life. The participants in this study were 3 educators and 25 students at Islamic Elementary School of Mathla'ul Ulum Ngadirejo. The researchers employed online questionnaires by utilizing Google Form and focus group discussion to acquire in-depth data.

The data was gathered in two steps. The first phase was completed by administering online questionnaires to students. Using Google Form, the questionnaires consisted of ten questions with brief responses. The questionnaires were generally comprised of Likert-scale and checklist-based items that were completed by students. The questions were selected in accordance with the literature pertinent to the research's objective, which encompasses the instructional, psychological, and social components of the classroom. Following the collection of questionnaire responses, a transcript of each respondent's results was prepared, and initial codes were created.

The second step of data collecting included a focus group discussion among teachers. As the qualitative component of this study, the experiences of participating teachers were investigated and interpreted in an emergent manner. These were gathered by a focus group of three English teachers. The researchers led this focus group, which took place in the school in November 2021 and lasted 56 minutes. It was audiotaped using two digital recorders and professionally transcribed after following a semi-structured, open-ended interview script for the entire group.

Inductive and thematic analytics as the data analysis techniques were used to find, assess, and create a topic represented by participants (Galloway & Jenkins, 2005). To avoid overlapping replies, each participant's responses were tagged using keywords, especially in the initial stage. The NVivo 12 application was used to help researchers with coding and classification. Data from interviews and focus group discussion were placed into Nodes and Cases to be categorized and coded. Thematic maps depict the arrangement of concepts at different levels, and probable interconnections between concepts were then established. The study team then examined all codes and categorizations, as well as the possibilities of code integration to simplify the codes. This inductive method enabled the discovery of themes expressed by participants in answer to study questions (Liu, 2011).

During this study, validity and reliability were taken into account. Starting with data collecting instruments, a study of relevant literature was used. This instrument was also created with the help of e-learning professionals, social studies experts, and educational psychology experts. Following the collection of data, member-checking was employed to assess validity, in which participants were asked to confirm that their contributions were correctly reflected in earlier data. The use of investigator triangulation, which involved all seven researchers at all phases of study and included frequent conferences, increased reliance (Patton, 2014). Investigator triangulation also aids researchers in reducing bias since triangulation allows for the cross-checking of the integrity of participant replies (Anney, 2014). Furthermore, the participation of researchers in investigating the topic gave multiple points of view to the inquiry, bolstering the findings' legitimacy.

## **RESULT AND DISCUSSION**

Questionnaire and focus group data were used to draw conclusions on mobile phone usage in these classes. The results of utilizing mobile phones for student education are followed by teacher and student evaluations of the benefit of using mobile phones.

### **Pedagogical Strategies**

Pedagogical strategies are a collection of instructional components that are utilized in educational activities to accomplish instructional goals (Dick, 2013; Baturay, 2008). This study discovered instructional techniques which all delivered via mobile phones such as objectives, learning steps, methods, media, time, and learning assessments. The use of instructional media is meant to make it easier for students to absorb the subject matter by offering a range of learning experiences that are thought to stimulate students' interest and motivation to study (Abdo & Semela, 2010). (Aini, 2013; Arsyad, 2014). Learning videos, either acquired from YouTube or developed by instructors prior to the COVID-19 Pandemic, were the most frequently utilized instructional medium by teachers. Some teachers claimed that instructional videos were one of the easiest medium to employ since the teacher already had time and the pupils could readily learn the subject matter. Several teachers agreed on this point:

*“To help students grasp the subject matter, I use videos that I have got from YouTube as well as others that I had before COVID-19.” (Teacher No. 2)*

*“Because pandemic conditions make it difficult for me to be more creative in generating other media, I find it tough to use other teaching medium than videos.” (Teacher No. 3)*

Aside from video, WhatsApp, Google Forms, Worksheets, and YouTube were also used to offer lesson content. Teachers delivered lesson material to students' parents via WhatsApp, Google Forms, and Worksheets, which was then distributed to the children. This educational material was used in connection with media that most parents also utilize.

The question and answer (Q&A) format and lectures were the most widely utilized teaching modalities (Cao et al., 2010). The utilization of the Q&A method and the discussion method, which allows for two-way interaction between teachers and students, was the simplest way for teachers to test students' grasp of the subject matter being taught. Teachers used WhatsApp chat to conduct the Q&A technique and discussion, whether through text messaging, voice or video calls. Teachers also employed the lecture approach owing to time restrictions and other issues such as weak Internet connections and the unsuitability of virtual classrooms for learning. Teachers are forced to adopt quick and easy educational strategies in a phone-infused classroom. To measure the degree of student knowledge, teachers employed alternatives such as offline assignments and timed quizzes.

In the other hand, teachers must be able to employ limited time at the moment, which affects the speed of learning, instructional objectives, and learning assessment. The instructional time that instructors typically spent in one meeting before using mobile phones was 1.5-2 hours, however during SFH, the time was cut short due to parental

intervention and the limited usage of application time. When children work on assignments or undertake question-and-answer sessions with the teacher, parents assist them by providing answers so that they may rapidly respond to inquiries. As a result of the usage of online tools, teachers are forced to impart just the most significant parts of subject matter to pupils. The utilization of instructional time, which varies with each meeting, also has an impact on the instructional phases, including student discipline in the subsequent learning.

Discipline entails completing tasks on time and not delaying the completion of the job at hand, thus students must study the materials to avoid instructional time delays. Of course, the availability of learning resources from parents, such as mobile phones and Internet data restrictions, is critical in the execution of learning. Changes in instructional objectives and processes will have an immediate impact on the manner and kinds of learning assessment used by students.

In an online context, a teacher cannot perform exams that cover cognitive, affective, and psychomotor components equitably. Indeed, teachers frequently believed that adequate cognitive evaluation was difficult to complete properly due to the participation of parents who assisted offer answers to assignments or tests provided by a teacher. Psychomotor characteristics are frequently better assessed. Assignments like singing or performing certain motions can be better judged by a teacher because they are focused on student skills and do not require parental assistance when recorded. Meanwhile, teachers find it difficult to discern affective aspects that correspond to students' attitudes due to disparities in attitudes demonstrated at school and at home. This state is often the result of parental intervention that does not represent the actual conditions of students, as observed in schools prior to the pandemic period. Two teachers' perspectives on the influence of learning time, goals, steps, and student evaluation may be observed in their viewpoints.

*“Because of the restricted time, I use applications like as Whatsapps to change my learning processes to the current situations during pandemics. In addition, I adjust instructional objectives by lowering the amount of content and focusing on fewer goals in face-to-face sessions.”(Teacher No. 1)*

*“Because of the involvement of parents in providing answers to their children, I find it impossible to examine cognitive components, and hence the evaluation is not fair enough to define s' knowledge.” (Teacher No. 2)*

Teachers' instructional practices used during the outbreak had a negative influence on learning quality. Changes in instructional time affect instructional objectives, instructional stages, instructional techniques, media, and student evaluation. The duty of the teacher in ensuring the quality of learning for all members of the school community throughout the pandemic era is not the only one. Parents are also active in giving support for their children's success, functioning as learning facility providers, and offering opportunity for children to gain competences. A teacher must be creative and original

while devising instructional approaches to ensure that learning objectives are accomplished.

### **Challenges**

Teachers encountered a number of challenges as a result of the introduction of technological concerns. Because they reside in a suburb, in fact, not many parents have mobile phones, and Internet signals are weak. The difficulties that these impediments offer determine the educational activities that may be carried out. Problems can emerge if these technological impediments are not solved, resulting in less than ideal student engagement in learning. As a result, some students are unable to understand the teachings and face delays in completing assignments assigned by the teacher. These technological stumbling blocks are frequently encountered by students from low-income families. The teacher below describe this condition:

*My challenge with online learning is that it needs a lot of quota to be able to participate in students' classes, and signals are good, leave alone a lot of information that must be supplied. (Teachern No. 1)*

Other difficulties for teachers include training children to engage in online learning. The elements that cause these obstacles might be classified as internal or external. Internal variables are issues that arise in the student's home environment, such as influence from family members. These elements cause students who are learning to become disinterested in their studies. One issue is a less suitable home learning environment in which family members' and students' activities produce distractions that lower the focus required to grasp the subject matter. When implementing learning utilizing an online program in a virtual classroom, external issues such as disruptions from other students emerge. Students converse with one another about issues unrelated to the subject matter being studied. As a result, virtual classrooms become more crowded and less favorable to learning.

One of the problems that impacts the smoothness of educational activities is instructors' technology knowledge in an online context (Conrad & Donaldson, 2011; Ko & Rossen, 2017; Watson, 2020). The emphasis on teachers' roles and obligations in teaching during the outbreak, as well as instructors' capacity to grasp ICT, have had an influence on the success of online learning during pandemic. Teachers who lack online teaching expertise or who struggle with technology and information tools will typically find it difficult to carry out online learning since online learning requires teachers to grasp a range of apps. Even experienced teachers and senior teachers may find it challenging to execute apps. This condition makes it difficult for teachers to apply lessons, and learning suffers as a result. Online learning may be an useful educational strategy to employ during pandemic for teachers who are proficient in apps, digital tools such as mobile phone and computers. Teachers No. 2 and 3 discussed this condition:

*"I've never taught online using a mobile phone before, but because I need to study online, I'm finding it difficult to execute due to my lack of technological skills."*  
(Teacher No. 2)

*“It can be frustrating for me when I am unable to teach online using mobile phone because I have never taught online before.” (Teacher No. 3)*

The difficulties that teachers experienced had an influence on students' learning. All technological obstacles, conditioning, and student participation, as well as online teacher teaching experience, all had a detrimental influence on the attainment of instructional objectives and high-quality learning.

### **Value evaluations among students**

Students have a vital role in the complicated instructional procedures that provide learning possibilities (Webb, 2011). Webb (2011) emphasized that responsibility for learning lies with both the teacher and the student. That is why student comments must be included (Leer & Ivanov, 2013). All students stated they have the necessary abilities for phone use and indicated a positive attitude. Surprisingly, a few kids reported feeling normal or nervous as well. They found it as a commonly used digital tool for everyday pleasure, limiting how resources are regarded as binary-based.

However parental assistance is really beneficial. Parents believe that online learning has improved the quality of their children's education. At the start of online learning, parents were ecstatic that the school was utilizing an online learning system using mobile phones. After more than a month, parental support began to dwindle. Some parents' lack of Internet literacy is a concern, as is the large-scale social restraints program, which has prompted many offices to lay off personnel, producing economic hardships. Loss of income has caused a reduction in costs such as Internet connections for families whose parents have lost their employment. Some students do not have mobile phones or laptop computers, which are widely utilized in virtual classrooms to connect with teachers.

### **CONCLUSION**

The impact of changes in the teaching and learning process during the pandemic has impacted both teacher and student performance as well as educational quality, particularly in Indonesia. In the current study, the participating teachers believed that instructional strategy which employed mobile phone as the main instructional medium needed to change and that all stakeholders, including governments, schools, social organizations, school committees, and parents, needed to collaborate to determine and formulate online learning goals that aligned with a national curriculum based on humanism. Concerning pedagogical strategies, they emphasized that technical preparedness, including technology literacy, was required to support the effectiveness of online learning.

As a result, numerous variables must be addressed if online learning which utilize mobile phone is to continue to be effective. The first step is to modify the national curriculum to provide flexibility and alignment with all learning components. Second, technological preparedness must be hastened through simpler and more widespread Internet access and the deployment of Internet networks. Third, teacher education in the use of technological applications should be hastened (Macià & Garca, 2018; Semenova, 2019). Fourth, making open education resources available would lower the operating

expenses of online learning (Harsasi, 2015; Kalman, 2017; Management Association, 2015). Fifth, collaboration between teachers, parents, and schools should be encouraged in order to enhance the process and morale (Borup et al., 2019).

This study, like any research, has limitations. This study comprised a small sample of elementary school students and teachers who learn online in Indonesia. As a result, future research must be more complete, including quantitative or mixed-methods investigations. Future study should focus on students' and parents' impressions of the other application of online learning during pandemic. The study might be expanded to other Indonesian provinces. Finally, the study might look at the development of online learning curriculum models for students from various backgrounds.

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